

FEWER AND BETTER HIGH SCHOOLS

Three hundred and fifty-nine public accredited four-year high schools in the counties and cities of Virginia are shown in the tabulations of M. L. Combs, State Supervisor of Secondary Schools, as submitted to State Superintendent Harris Hart today. Altogether there are a few less accredited four-year high schools this session than last year, due in part to a change in the system of accrediting such schools.

Under the present plan of administering high school standards no school can qualify for accredited rating until it has maintained proper standards for at least two successive years. The purpose of this policy, it is pointed out, is to serve to safeguard turning out graduates from accredited schools of less than the usual standard training. On that account this session only three schools were added to the accredited list, whereas last year many schools were added to the list of accredited high schools. The schools added this year were Manchester district high school in Chesterfield county, Tappahannock high school in Essex county, and the Harrison high school for colored pupils in the city of Roanoke. The schools in both Chesterfield and Essex counties represent consolidations of previously accredited schools.

Altogether sixteen schools failing to meet the present standards were dropped from the list this year. These are distributed among twelve counties of the State, Accomac, Augusta, Charles City, Chesterfield, Essex, Fauquier, Matthews, Middlesex, Northampton, Prince William, Rockbridge, York.

Next year a considerable number of high schools will be added to the accredited list after having met the prescribed standards for at least two years.

It is explained at the State Department of Education that schools are accredited for but one year at a time, it being necessary

that each school maintain minimum standards year by year in order to appear on the official list of accredited schools.

The colleges of the State, and of the country generally, are insisting that applicants for admission be graduates of accredited schools meeting the full requirements for this rating. On that account it is significant both to the pupils and to the colleges concerned that the standards be maintained on as high a level as conditions at the present time will permit.

It is evident from prevailing tendencies in secondary education, according to State officials, that the general insistence upon a higher quality of instruction in the high schools of the country will necessitate better prepared teachers, better equipment, and larger enrollments in the individual schools. It is said to be less expensive and eminently more satisfactory to maintain fewer and better high schools. Whereas consolidation of elementary schools will secure better educational results, there is often little financial saving through consolidation. This, however, is not true of high schools. With them consolidation usually results in striking financial economies as well as decidedly better educational returns.

BOOKS

THE JOB SHEET METHOD INVADES THE TEACHER TRAINING FIELD

PROBLEMS IN THE TEACHING OF ARITHMETIC, by F. B. Knight, E. M. Luse, and G. M. Ruch. Iowa City, Iowa: Iowa Supply Co. 1924. \$1.25.

This syllabus on the teaching of arithmetic is destined to a wide use in teacher training institutions, for it is in line with a number of present-day tendencies. Consisting as it does of a series of "job sheets," it savors of the project method. These sheets stimulate the student to investigation; they enable him to check on his own results; and they offer a core for group or class discussion.

We are hearing much today of the pro-

fessionalized subject matter course. Such a course must be so rich in subject matter that it may be termed "scholarly." Moreover, it must not only organize its material according to the learner's needs; it must go even further and use laws of learning in its own method of procedure. This syllabus qualifies at each of these points.

Each lesson in the syllabus is divided into four parts: an assignment, class notes, preparation, and notes on the lesson. The assignment is simply a list of selected readings. These are somewhat limited, but an inclusive bibliography is given for the student who is more adventuresome. The class notes are the stimulus—there the problems are raised for investigation. The preparation is what one would usually speak of as assignment. Here definite jobs are outlined, often with optional ones for extra credit. The notes consist of blank sheets of paper inserted at the close of each lesson, where the student is supposed to summarize the results of his work.

I have always felt that children are compelled to do a great deal of drudgery in arithmetic because of the inefficient methods of learning used. This syllabus is a step toward economy in learning in arithmetic. It should mean much time saved for both teacher and pupils.

KATHARINE M. ANTHONY

FOOD

FOOD PLANNING AND PREPARATION, by Mabel T. Wellman, Philadelphia: J. B. Lippincott Co., 1923. Pp. 334. \$1.40.

The organization of subject matter in this book is rather unique. Each of the fourteen chapters is a project broken up into units. Food work is based on the meal plan. In addition to the preparation of food and a study of food values, the book includes table manners and serving, use of left-overs, care of food in the home, suggestions for work, and many other problems.

Especially interesting is the project on

marketing which deals with calories, pounds, and dollars. Posters, charts and graphs add to the usefulness of the book. Helpful suggestions are given to teacher and student, so that the book may be used to the best advantage. Questions at the end of each chapter serve to stimulate thought and to review subject matter. I consider the book quite good, both in subject matter and organization. In my opinion, it is best adapted to students of junior high school.

P. P. MOODY.

FUN WITH ARITHMETIC

BOYS' OWN ARITHMETIC, by Raymond Weeks. New York: E. P. Dutton & Co. 1924. Pp. 203. \$2.00.

"Boys' Own Arithmetic" is a story book of humorous stories. Each story requires a certain amount of arithmetical calculations to be complete. The book is intended to be put into the hands of a boy or girl, who, upon observing its numerous illustrations, may be inveigled into reading it. What girl, for example, could resist reading the story of "Lafayette's Dancing Partner," or what boy would miss one on "Revenue Charlie." Perhaps even mothers and fathers might be interested in the story of "Time Lost in Punishing Children." The idea of the book apparently is that if boys or girls read one of these story problems they will perhaps take the trouble to figure out the problem concealed in the story, and thereby unwittingly practice arithmetic with interest.

To quote from the preface, "What is arithmetic? It is the most vital thing in the universe. In fact, without it the universe would not exist. Yet as taught, this the most substantial of sciences, long since became false and dead. No boy worthy of the name feels an interest in it nor can a girl do more than pretend to . . . There is another and even more radical defect in all books of arithmetic. They require the exact answer to every question. How could

anything be more absurd, more unsettling, more immoral? Does not observation show that exact answers are the exception rather than the rule in life? And is it not for life that we train boys?"

Whether we believe these statements of the author's or not, the writer feels sure that even a grown person, if he picks up this book by accident, will turn the pages and read one or two of the stories and, probably before he has finished, will take out a pencil and begin to figure on the results.

HENRY A. CONVERSE.

INSTEAD OF BANTING

DRESS AND LOOK SLENDER, by Jane Warren Wells, Scranton, Penn.: Personal Arts Company. 1924. Pp. 184. \$2.00.

Miss Wells has set forth in a most interesting manner the "dos" and "don'ts" that are involved in the selection of dress for the over-weight woman.

Her illustrations are most apt, the points are clearly and forcibly made, and the author's enthusiasm everywhere evident cannot fail to attract the reader.

Miss Wells leads her readers to want better dress; she restores their pride and self-assurance in their appearance. Her whole aim is constructive, and therefore most helpful.

HEDWIG SCHAEFER

TEXTILES

HOW TO KNOW TEXTILES, by Cassie Paine Small. Boston: Ginn and Company. 1925. Pp. 374. \$1.56.

"Designed as a textbook for students in high schools and universities," the beginning chapters of this book are especially enlightening; they introduce the reader to fabrics by displaying the numerous varieties of textiles in use both now and in earlier times. The relation of these many fabrics to the conditions of life at different periods furnishes a splendid foundation for the detailed study of textile materials.

The construction of cloth by weaving

and knitting is followed by a study of fibers.

Instead of extremely detailed and technical information, this author gives such information about the processes of production as any consumer should know to understand their effects on the quality of the finished fabric.

One of the most valuable features of the book is the interest it arouses by its challenging questions. Any teacher of the subject would find it a helpful textbook for herself as well as for her students.

GERTRUDE GREENAWALT

THE STORY OF A GREAT SCHOOLMASTER, by H. G. Wells, New York: The Macmillan Company. 1924. Pp. 176. \$1.50.

Mr. Wells sees education as the only hope of the world. But this education must be of the informal type, and it must neglect the competitive instinct in favor of the creative. Moreover, a goodly part of the creative work must be coöperative; world leaders need practice in living together in their formative years.

The Great Schoolmaster, F. W. Sanderson, had for a number of years built his school at Oundle on this philosophy. The book is an account of his life, but more especially of the school and of his philosophy of education.

AN EXPERIMENT WITH A PROJECT CURRICULUM, by Ellsworth Collings. New York: The Macmillan Company. 1923. Pp. 346. \$2.40.

The die-hards among the educational formalists are in danger of losing their battle cry! For here is an account of a school where children working informally at their own problems, made an unusual gain in facts and skills! To measure this gain Mr. Collings used a "control" group, giving both groups a series of standard tests. So the advantages of the project method to these children in not opinion but a proven fact.

SHACKLED YOUTH, by Edward Yeomans. Boston: The Atlantic Monthly Press. Pp. 138. \$1. 60.

These essays on education are of greater value because they are written by a layman. Mr. Yeomans, who is a Chicago pump manufacturer, sees the school as a rich opportunity, provided the teacher is artist enough to inspire as well as instruct. The book is charmingly written and offers a constructive criticism of the teacher's work.

AN INTRODUCTION TO TEACHING, by Ned Harland Dearborn. New York: D. Appleton and Co. 1925. Pp. 337.

This book is intended for those who are just entering training schools for teachers or who have gone into the field with little or no training. The material is limited to the knowledge that has been determined as essential to young teachers. Written in a simple and non-technical manner, the book should prove a valuable aid to teachers, pre-

sent and prospective, who have not yet "found themselves."

THE TEACHING OF HIGH SCHOOL SUBJECTS, by William A. Millis and Harriett H. Millis. New York: The Century Company. 1925. Pp. 477. \$2.00.

After a brief discussion of the function of the high school, educational values, and the teaching process, the authors consider most of the subject matter taught at the present time in the high school. Such a variety of discussion was based on the belief that at least half of the high school teachers are called upon at some time in their teaching experience to teach in two or more departments. It is also urged that the departmental teacher needs a certain command of the whole field of the secondary school in order rightly to comprehend and relate her own particular field.

FIRST AID TO THE OPERA-GOER, by Mary Fitch Watkins. New York: Frederick A. Stokes Co. 1924. Pp. 367. \$3.00.

Interesting stories of forty-two operas, written in a pleasing style free from too many technical terms, make this book serve a two-fold purpose. It is equally valuable as an aid to interpretation and appreciation of opera to those who have had this experience and to that vast majority who would be opera-goers if given an incentive. This book would encourage the real thing, which is to inspire the people to demand that artistic and entertaining form of diversion known as opera.

E. T. S.

SYLLABUS IN THE HISTORY OF EDUCATION, by Walter John Gifford. Bridgewater, Va.: The Rinker Printing Co. 1924. Pp. 59. 50 cents.

Teachers and students will find in Dr. Gifford's syllabus a valuable contribution to the history of education. This syllabus is packed with thought-provoking questions and exercises. The method of approach is entirely modern. On the basis of stimulating questions and terse historical sketches the educational development of the race is traced. This syllabus can be used to supplement a text and where no text is used it will prove an invaluable guide. It is especially good in suggesting topics for class discussions.

LANGUAGE IN USE, by M. G. Clark. Bloomington, Ill.: Public School Publishing Co. 1924. Pp. 194.

This is a manual for the fourth grade student's work in English. Material prepared for use with the manual includes a set of alternate chapters in a story. The children have as their project the writing of the missing chapters. Directions for writing and illustrating these chapters are to be found in the manual, which consistently guides children in effective language control. Psychologically, the whole method employed is sound.

FIVE FRENCH COMEDIES, edited by L. J. Setchamove. Boston: Allyn and Bacon. 1925. Pp. 276. 80 cents.

Five French plays for classroom use, or still better for staging in the school auditorium by the "Cercle Francais": Maurey's *Rosalie*; Forest's *Par un jour de pluie*; France's *La comédie de ce lui qui épousa une femme muette*; Bernard's

L'anglais tel qu'on le parle; and one of uncertain authorship, *La farce de maître Pathelin*.

FAVORITE FRENCH STORIES, edited by Clifford S. Parker. Boston: Allyn and Bacon. 1925. Pp. 323. 80 cents.

Eleven of the most popular stories of Mérimée, Maupassant, and Daudet, with abundant notes, exercises, irregular verb tables, and vocabulary.

AUTOMOTIVE ELECTRICITY, by George A. Wilmoughby. Peoria, Ill.: The Manual Arts Press. 1925. Pp. 128. \$1.40.

A text and shop manual which states simply the principles of electricity that are of special value to the student of automobile repair and upkeep.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

Oh, a busy month was May, was May! May Day, celebrated on Saturday afternoon, will be remembered as one of the most effective entertainments of its kind ever held here. Edith Ward was in general charge of the occasion, and devised a festival called "The Dances of the Months" in which twelve dance numbers—one for each month—were presented before the court of the May Queen.

Costumes and themes were appropriate: January, the month of snow-men; February, valentines; March, wind and rain; April, fools and jesters; May, the winding of the May-pole; June, wedding bells, brides and grooms; July, soldiers and the Red, White, and Blue; August, harvest time with flowers and bees and butterflies; September, school children; October, autumn colors and a solo dance; November, month of the Puritan's Thanksgiving; December, Christmas.

Alene Alphin was a pleasing May Queen; Matilda Roane was Maid of Honor; and the attendants were Bertha McCollum, Evelyn Coffman, Nancy Peach Roane, Virginia Ransone, Electa Stomback, and Virginia Griffith. Really, a galaxy.

Besides the celebration of National Music Week, May 2 to 9, the Music department provided numerous other entertainments. There was a recital on May 23, another on